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ABSTRACT

Project APEX (Adult Practitioner Excellence) provided technical assistance to the Pennsylvania Department of Education in the development of a nominations form, procedures, and criteria for the new adult basic and literacy education (ABLE) practitioner excellence awards. It proposed a three-part nomination and selection system for determining excellence based upon the following: practitioner's statement of preparation and philosophy; administrators'/peers' evaluation of professional competence; and adult students' perception of ABLE practitioner's performance. A blue ribbon panel defined 67 criteria of adult teacher excellence in the areas of adult learning theory, instructional expertise, professional development, and community resources. The panel also ratified a format for the APEX nomination form comprised of three parts: a one-page statement completed by the nominee that responds to five questions; a one-page recommendation completed by administrator or peers that describes how the teacher demonstrates expertise in five areas; and a 5-minute tape prepared by program participants that describes how the teacher made a difference in their lives. Three excellent adult teachers were selected. (Appendixes contain the following: 15 references; team members' examples of excellence; the nomination form; examples of excellence; indicators of excellence; forms and surveys; and biographies of APEX award winners.) (YLB)

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APEX: Adult Practitioner Excellence

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FY 1997-1998
#98-8001 $22,425
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APEX: ABLE Practitioner Excellence was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor the Pennsylvania Department of Education and no official endorsement should be inferred.

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ABSTRACT – PROJECT APEX

Grant Recipient: Dr. Sherry Royce Project No. 98-8001
Royce & Royce, Inc.
1938 Crooked Oak Drive, Lancaster, PA 17601

Grant Allowance: $22,425
July 1, 1997 to June 30, 1998

Grant Director: Dr. Sherry Royce

PROJECT PURPOSE:

This project developed and implemented a recognition activity for exemplary ABLE practitioners.

PROJECT OUTCOMES:

A 15-member Blue Ribbon Panel established criteria for selection and developed an exemplary ABLE practitioners' nomination form and process. Three excellent adult teachers were honored at the PAACE Luncheon and at an awards session at the 1998 PAACE Midwinter Conference. A small booklet describing the awards winners and their programs was distributed at the PAACE luncheon.

IMPACT:

This project defined 67 criteria of adult teacher excellence in the areas of adult learning theory, instructional expertise, professional development, and community resources. In so doing, it began the process of establishing adult teacher standards and competencies. By celebrating instructor excellence, this project provided role models for ABLE teachers and tutors and promoted public awareness of the high quality of instruction to be found in Pennsylvania's Adult Basic and Literacy Education programs.

PRODUCTS:

A Final Report and 500 PAACE luncheon brochures describing the awards winners and their programs as well as the nominations form for the APEX award sent to all agencies receiving PDE Bureau of ABLE funding.

PROJECT CONTINUATION:

It is recommended that the APEX project be promoted strongly among ABLE agencies in order to secure a good field of nominations for 1999.

RECOMMENDATIONS:

It is recommended that a *Guide to Honoring ABLE Practitioner Excellence* be developed and distributed to all agencies along with the APEX nomination form.

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Introduction

Since 1979, the Pennsylvania Association for Adult Continuing Education (PAACE) has given a prestigious Adult Educator Award at the annual Midwinter Conference sponsored by PAACE and the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE). In 18 of the past 19 years, this award had gone to an adult education administrator. In the few states and national organizations where teacher/tutor awards are presented, an informal process prevails. Jinx Crouch, executive director of Literacy Volunteers of America (LVA), Inc. replied to my inquiry about awards honoring tutors with the following comment: *"(Ours) is a fairly informal approach and awards depend largely on the eloquence of the nominator. When you come up with a better system, let us know."*

Pennsylvania's professionalization efforts to date have focused on improving program procedures, upgrading training for teachers and tutors, and documenting student success. With the funding of *Project APEX*, Pennsylvania began the process of recognizing and rewarding adult teacher excellence by initiating an annual recognition award for outstanding ABLE teachers and tutors based upon acknowledged standards of excellence.

The primary goal of *Project APEX* was to provide technical assistance to PDE in the process of developing a nominations form, procedures, and criteria for the new ABLE practitioner excellence awards and in arranging for award ceremonies to be held at the 1998 PAACE Midwinter Conference. A secondary goal was to issue a publication honoring the award winners and their programs.

The nominations form, procedures and criteria were developed within two months of project initiation. This made it possible for the PDE Bureau of ABLE to send out the nomination form to eligible agencies by September 1997. However, this fast track did not permit the publication of a *Guide to Honoring Excellent Teachers and Tutors* in time to accompany the nomination form. This guide will be produced in FY 1998-99. In December 1997, three APEX award winners were selected by a Blue Ribbon Panel of adult education administrators, teachers, and former Success Stories students. In February 1998, the winners were honored at the PAACE luncheon where their stories were featured in the PAACE Luncheon program and at a special Midwinter Conference awards session.

The Project APEX project director and coordinator/editor was Sherry Royce. Dr. Royce is a former adult education program administrator and a special projects director who has directed 49 special projects since 1976. The Blue Ribbon Panel which developed the nomination form, the procedures, and the criteria for identifying practitioner excellence was comprised of: Priscilla Carman, research associate, Penn State University (PSU) Institute for the Study of Adult Literacy (ISAL); Eric Epstein, counselor for Tri County OIC, Inc.; Helen Guisler, master teacher at TIU Adult Education and Job Training Center; Carol Goertzel, executive director of WAWA, Inc.; Mary Hohensee, executive director of the Literacy Council of Lancaster-Lebanon, Inc; Alice Redman, a former Success Stories award winner and currently a teacher at Lutheran Social Services Women's Program; Sandy Strunk, coordinator Southeast Professional Development Center; Karen Warner, an adult education center director at Lincoln IU 12. Amy Wilson, training coordinator for Teachers of Literacy in the Commonwealth (TLC) located at Penn State University and David Wolfe, former Success Stories award winner and teacher at the Midwest IU 4 Jobs Training program. Helen Hall, Ella Morin, and Jim Shindledecker of the PDE Bureau of ABLE, and Sherry Royce, APEX project coordinator, also served on the panel.

As an awareness vehicle, the APEX/PAACE luncheon and session was open to all adult educators attending Midwinter Conference with special invitations going to the families and program staff of the award winners. The PAACE luncheon booklet which featured exemplary practitioners and their programs was distributed to more than 450 adult educators attending the PAACE Luncheon at Midwinter Conference.

This report is available from Clearinghouse AdvancE, Pennsylvania Department of Education, 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333. Phone from Pennsylvania: 800-992-2283. Out of State telephone: 717-783-9192. Fax: 717-783-5420.

Review of Literature

According to a 1990 report by Ronald Pugsley, US Department of Education (USDOE) Division of Adult Education and Literacy (DAEL), more than 90% of adult basic education programs in 1988 were staffed by part-time teachers and volunteers. Without the assurance of continued employment and an established career path, few have committed to staying the course.

In determining criteria for identifying and recognizing ABLE Practitioner Excellence, project staff examined the following questions: Who are today's dedicated practitioners? What characteristics do they share? And what beliefs and behaviors make them exemplary?

For the most part, research into adult education practitioner performance has concerned itself with determining appropriate competencies rather than identifying characteristics of excellence. The seminal work in this field, Donald W. Mocker's *A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers* was published in July, 1974 by the University of Missouri-Kansas City School of Education. His list of 291 competencies appropriate for ABE teachers was established by 234 ABE teachers and administrators representing 33 states.

In 1989, Merriam & Cunningham followed up on Mocker's work on identifying ABE teacher competencies and in 1993, the Pelavin Research Institute issued their *Study of ABE ESL Instructor Training Approaches.* This study generated field- and research-based information regarding the broad competencies needed by adult educators, and resulted in the development of 10 instructional training packets. In 1997, Pelavin published a list which incorporated the generic skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). It classified proposed competencies under the areas of: Communicating/Collaborating, Maintaining a Knowledge Base; Managing Resources (Time, Materials, Space, People), Continuous Monitoring and Assessment of Learning; and Understanding and Evaluating Systems and Relationships.

States such as Minnesota, Kentucky, and California have developed performance guidelines for instructors as a a precursor to professional training, certification, or licensure, but only Ruth Nickse addressed excellence. In her *Profiles of Excellence: Characteristics of Exemplary Teachers and Volunteers in Adult Literacy,* Nickse argued that little is known about the qualities that make dedicated teachers exemplary and suggested that if such characteristics could be identified, better training and preparation for all staff might result. Her study proposed to use structured taped telephone interviews with full-time and part-time teachers and volunteers of adult basic education and ESL in order to identify traits, competencies, attitudes and values pertaining to their jobs, then, analyze common characteristics of outstanding performers to group them into a model and a Profile which described the sample and its outstanding characteristics.

The Lonely Profession: A Study of Adult Educator's Characteristics, Concerns and Professional Associations, published in 1989 as a doctoral dissertation by Sherry Royce, Teachers College, Columbia University, presents such a profile. This study used structured taped interviews to inquire into the nature of 36 adult education practitioners whose commitment to and leadership in the field was demonstrated by their attendance at a national adult education convention. It also employed Hall's Occupational Inventory to compare study participants' and AAACE Leadership's attitudes, and to identify areas of consensus and concern regarding the practice of adult education. Twenty of the 36 practitioners in the study had at some time in their careers taught, counseled or administered ABE, ESL, or GED programs. Of the 66 leaders interviewed, 32 had once worked at or still held positions in ABE as part of their career path.

The Royce study, like the Nickse research, analyzed participants' characteristics to develop a model Profile. It found adult education to be a *profession of mature choice* predicated upon its congruence to a learning-teaching lifestyle and practitioners to be change agents whose art in the classroom promoted learner initiative, shared responsibility, and a collaborative interactive learning process. As such, practitioners preached and modeled the intrinsic worth of the individual, the potential that education can release, the possibility of alternative futures, the right to be different, lifelong learning as the key to empowerment and a responsibility for helping others.

In the recent literature of adult education, Douglas Robertson has described this "helping" process as *Facilitating Transformative Learning: Attending to the Dynamics of the Educational Helping Relationship* (Adult Education Quarterly, Vol 47, Number 1, pp 41-53) and has labeled it a favored goal. He notes:

> *Prevailing images of exemplary adult educators, each in its own way, appear to encourage adult educators to embrace the fundamental goal of establishing helping relationships with adult learners and of fostering transformative learning within the context of those relationships.* AEQ, page 41

In Pennsylvania, we can readily see the results of exemplary teacher-responsive student collaborative interaction when we examine the stories told annually in *SUCCESS STORIES* by our outstanding ABLE students. These students speak of transformations from illiteracy to a love of learning, from anxiety to self-esteem, from dependency to nurturing others, from a history of

abuse to a life of achievement. Surely, learning to add and to read does not in and of itself produce such changes. We must add into the picture, the exemplary teacher's challenge to the learner's initial perspective, their modeling of a better way, and their use of a caring and demanding relationship to facilitate significant changes in adult learner's beliefs and behaviors.

Body of the Report

Using what was learned from the literature about identifying criteria for recognizing ABLE practitioner excellence, the APEX project began with the assumptions that classroom competence is not sufficient for the identification of excellence and that practitioner beliefs and behaviors are difficult to evaluate without extended and expensive on-site observation. Instead, it proposed a three-part nomination and selection system for determining excellence based upon: 1) practitioner's statement of preparation and philosophy; 2) administrators'/peers' evaluation of professional competence; and 3) adult students' perception of ABLE practitioner's performance. Toward that end, it proposed the following goals and objectives.

GOALS AND OBJECTIVES

1. Develop a process and provide the technical support necessary for the selection and recognition of ten Excellent ABLE Practitioners at the 1998 Midwinter Conference.
2. Write the *Guide to Honoring Excellent Teachers and Tutors*.
3. Write, publish, and disseminate *The 1998 ABLE Practitioners' Yearbook*, which recognizes the excellence of ten ABLE practitioners.
4. Evaluate the project and complete the Final Report.

PROCEDURES

Once the Blue Ribbon Panel had been chosen, Dr. Royce set the date for the first panel meeting as August 8, 1997. She then distributed a description of the project and the following reference material: Kentucky's *Competency Profile of an Adult Basic Skills Instructor* and *Instructor Standards;* Pelavin's *Adult Education Instructor Competencies: Soliciting Information from the Field*, and California's *Qualities of Effective ESL Instructor* as well as a bibliography of suggested resources (See Appendix A). Assignments for the August meeting were also included

"Our task will be to identify attitudes, behaviors and practices that exemplify excellence in adult education practitioners and then translate these into criteria we can use to measure the nomination statements presented by each sponsoring agency. Toward this end, I would ask you to consider those special qualities that separate a competent practitioner (tutor/teacher/counselor) from an exemplary one. Please select five indicators of practitioner excellence and mail or fax them to me at the above address."

August Planning Meeting

Panel members brought their five proposed criteria of excellence to the first Blue Ribbon panel meeting held on August 8, 1997 (See Appendix B). As part of panel introductions, the round table discussion began with the following questions: How did you become an adult educator? and List the one special quality you believe an exemplary practitioner should possess? The following list indicates their answers:

Preferred List of Characteristics (no special order):

Respect for students (asset-based approach)
Curriculum relevant to student
Belief in intrinsic worth of every individual
Ability to accommodate learner differences
Commitment to lifelong learning
Ability to motive and serve as pathfinder for adult learners
Sensitivity to adult learners
Optimistic and ability to pass it along to students mastery of content
Ability to engage student as partner
Lifelong learner and participant in professional development
Flexible, sincere, and ability to take initiative (proactive)
Change agent, catalyst for reflection who helps learners USE their new skills and knowledge

When asked to identify the professional development activities deemed necessary for an exemplary practitioner, the team members listed the following:

Professional Development (no special order)

Is a lifelong learner with a commitment to self improvement through education
Is a role model and a mentor for students and associates
Is a reflective practitioner who gathers and analyzes data and takes steps to improve performance
Participates in staff development activities; 353 projects; practitioner research; self-directed professional projects
Is an advocate for adult literacy in institution; with media; with boards; government officials; community at large
Acts as a mentor for new teachers.
Collaborates with other professionals to enhance program
Is comfortable with a team approach to professional development

Has a vision of a better quality of life through education
Has shown growth in understanding of adult education principles and philosophy
Keeps abreast of current research, educational methodologies, strategies, technology
Is a change agent for him/herself and others

The project director presented the process for the APEX Project Planning Meeting (see below) and panel members began developing the APEX nominations form.

FIGURE I

Preparation for APEX Project Planning Meeting

Step 1: Review of the literature identifying ABLE Practitioner competencies

Step 2: Panel Member's Survey details qualities that exemplify practitioner excellence

Step 3: Analysis of Panel's examples of excellence and classification as related to four areas of practice: 1) Adult Learners, 2) Instruction, 3) Professional Development, and 4) Program and Community. Further division of each area into practitioner knowledge, behavior and attitudes.

Step 4: Development of Sample Nomination Form with questions designed to elicit information about Agency's nominee in keeping with qualities defined by panel members.

APEX Project Planning Meeting

Step 1: Determine whether the nominations procedures used for Success Stories are also suitable for APEX.

Step 2: Review and simplify classification system to yield no more that 12 criterion to which points can be assigned. Determine whether all receive equal points or some are weighed.

Step 3: Review and revise Nomination Form to insure it clearly addresses the selected criteria. Determine which criteria will be addressed by nominator, nominee, ABLE student(s).

Step 4: List a variety of methods of documenting the validity of each criterion.

Step 5: Discuss where and when the award ceremonies will take place at Midwinter Conference. Schedule the December meeting to select the 10 APEX award winners.

The Nomination Form

The Blue Ribbon Panel ratified the format for the APEX nomination form as put forth in the APEX proposal (see page 8). Nomination forms will request agencies to select a nominee and then supply the following items, as described in Parts A, B, and C.

FIGURE II

APEX Nomination Form *(Proposal Draft)*

PART A: (a one-page statement completed by the Nominee)

1. How did you become an ABLE teacher/tutor? What path led to your present job?
2. What kind of education/training prepared you for your job?
3. Do you have a preferred way of learning?
4. What professional development activities do you engage in on a regular basis?
5. What philosophy or underlying principles guide your tutoring/teaching?

PART B: (a one-page recommendation completed by Administrator/Peers)

Please describe how your teacher/tutor regularly demonstrates expertise in

6. Understanding the scope and goals of adult education,
7. Identifying adult learners' characteristics and what motivates them
8. Adapting curriculum and teaching strategies to meet the adult learner's interests, needs, and individual differences.
9. Developing an environment that promotes student self-esteem, collaborative learning, and participatory assessment.
10. Applying concepts and principles in the instructional content for which he/she is responsible.

PART C (a 5-minute tape prepared by Program Participants)

Please describe how your teacher/tutor has made a difference in your life?

PART A: Nominee's Statement

The sponsor will ask the nominee to prepare **Part A** of the Nomination Form, a one-page typewritten statement discussing the practitioner's choice of ABLE teaching/tutoring as a vocation/avocation, their preparation for and continued training, and their philosophy of adult education, the beliefs that govern how and why they do the things they do in a teaching-learning situations.

PART B: Sponsor's Statement

The program sponsor, with the help of the practitioner's peers, if desired, will prepare **Part B** of the Nomination Form, a one-page typewritten statement describing the expertise of the practitioner in relation to any or all of the competency areas posed on the form. The general competencies suggested in the nomination form above were to be subject to appraisal, refinement, corrections, deletions, and additions by the Blue Ribbon Panel.

PART C: Participants' Statement

To complete **Part C** of the Nomination form, the program sponsor with assistance from the teacher/tutor will identify an adult learner or learners who are willing, preferably eager, to discuss changes in their learning and lives that resulted from their interaction with the nominee. The administrator will arrange to tape five minutes of comments by these students. The revised APEX stories presented for review and selection do not include any indication of the practitioner's real name, program or location.

The APEX Nomination Form was revised according to suggestions made at the August meeting, sent to panel members for review, and presented to the PDE Bureau of ABLE. In September, the form as approved by the Bureau of ABLE (See Appendix C) was sent to all agencies funded by PDE's Bureau of ABLE. A return date of November 14, 1997 was stipulated.

Criteria for Determining Excellence

With the selection of outstanding practitioners scheduled to take place December 5th at the Blue Ribbon Panel meeting in Harrisburg, the next step was the development of a scoring sheet prior to that date. At the October meeting, the panel succeeded in classifying the examples of excellence they had suggested under four areas of relationships: Relation to Learner, Relation to Instructional Process/Program Strategies, Relation to Professional Practice, and Relation to Program and Community (See Appendix D).

Four working groups were set up to address each area in order to refine the examples of excellence put forth at the August Planning Meeting into criteria that could be used for purposes of evaluating nominations. Heading the adult practitioner characteristics and philosophy group was Carol Goertzel, WAWA, Inc. Members of her team included Eric Epstein, Tri-County OIC; Helen Hall, PDE, Bureau ABLE; and Mary Hohensee, The second team under the direction of Helen Guisler explored ABLE practitioner instructional expertise. Members of this team included Ella Morin, PDE Bureau of ABLE and David Wolfe, a former Success Stories winner and current teacher at a Jobs Training Program. The ABLE practitioner community connections team, under the leadership of Priscilla Carmen, included Amy Wilson and Sherry Royce. Royce and Hall also

served on the professional development team which conducted its business via a conference call under the leadership of Sandy Strunk.

The work groups completed their assignments by the end of October. On November 4th, the project director sent all members of the panel a copy of APEX Checklist that was developed as a result of their efforts. She requested that they reviewed each of the four areas carefully and return the checklists to her with any additions, deletions or corrections. See Appendix E for a copy of the Checklist used to evaluate the 1998 APEX nominees.

Selection of APEX Winners

The next step was for the project director to provide each panel member with edited versions of the nominations received by the Bureau of ABLE. All references to practitioners' names, agencies, cities, etc. deleted. Each nomination included a recommendation by the sponsoring agency, a statement of philosophy and background by the practitioner nominated, and the transcription of a two to five minute tape recorded by adult learner(s) with whom the nominee had worked. Before attending the APEX nomination review meeting on December 5th, panel members were asked to complete the Checklists and use them as the basis for selecting the top 10 nominees. Furthermore, they were asked to note and mark down any indicators of excellence mentioned in the nomination statements that were not included in the Checklist. A total of six nominations was received by November 15th, edited to remove all references to practitioners' names, agencies, cities, etc. and sent to members of the Blue Ribbon panel.

Although there were only six nominations and the project called for 10 APEX awards, it was decided that only the three candidates agreed upon by an overwhelming majority of the Blue Ribbon panel were to be honored. In fact, it was decided that in the future there would be no stipulation as to number of awards to be given.

Several other changes were recommended for next year. Because of the advantage given the fulltime teacher by the categories of professional development and community involvement, it was decided to double the value of the first two categories of indicators: practice of adult learning theory, and instructional expertise. Furthermore, after consideration and rejection of one candidate because of the number of hours spent in direct contact with adult learners, it was decided to revise

this criteria for elibigility. In future years, allowances will be made to accomodate master teachers who, because of their expertise, spend a portion of their time in teacher and/or tutor training.

Honoring APEX Winners

The project director contacted APEX award winners as soon as the Bureau of ABLE had informed them of their status. She discussed arrangements for practitioners and their families to attend Midwinter conference, the PAACE luncheon, and the session which followed the luncheon. A picture of each outstanding practitioner was requested and an APEX Report was sent out to be completed by the award winner (see Appendix F). Buttons inscribed Exemplary ABLE Practitioner were ordered and given to award winners when they registered at Midwinter Conference.

The PAACE Luncheon and annual business meeting took place on Thursday, February 5, 1998. Cheryl Keenan, director of the Bureau of ABLE, presented certificates of excellence to the APEX winners as part of the luncheon ceremonies. A luncheon program featuring full page stories of the outstanding practitioners and their programs was distributed to more than 450 luncheon attendees (See Appendix G). This was received so enthusiastically that it was decided to follow this format in the future.

The APEX session was held immediately after the luncheon on Thursday, February 5, 1998 in Cocoa #9, Hershey Convention Center between 2:15 and 3:30 p.m. The session began with an explanation of the APEX Awards by the PDE, Department of ABLE and how they had been developed. Input as to future direction was sought from session participants. Feedback indicated that while the format of and questions asked in the APEX nominations form were satisfactory, the number of pages permitted for the agency recommendation should be increased.

APEX program sponsors and award winners were presented to session attendees. The sponsors provided a short description of their program. They then introduced their award winner and discussed what makes an exemplary practitioner and how their outstanding practitioner fulfilled these expectations. APEX award winners then related what ABLE programs meant to their adult students, what goals ABLE teachers set for themselves, and what strategies are best used to accomplish adult learner and ABLE practitioner success.

OBJECTIVES MET

The following is a listing of objectives and achievements:

Objective 1: Develop a process and provide the technical support necessary for the selection and recognition of ten Excellent ABLE Practitioners at the 1998 Midwinter Conference. **Completed Successfully**

A nominations form for the APEX award was developed in time for distribution to agencies funded by the PDE Bureau of ABLE by September 1997. Criteria for evaluation of the submitted nominations were developed by November 1997. The nominations were edited so as to remove any indication of the nominee's name or program by December 1997. Three APEX practitioners were chosen by the Blue Ribbon panel from a field of six nominees. Arrangements were made for honoring APEX practitioners at the PAACE luncheon and at a special session devoted to APEX practitioners and their programs at Midwinter Conference in February 1998.

Objective 3: Write, publish, and disseminate *The 1998 ABLE Practitioners' Yearbook*, which recognizes the excellence of ten ABLE practitioners. **Modified and Completed**.

This objective was modified and completed with good results. Because there were only three APEX award winners chosen and not the ten anticipated, it was decided to publish a PAACE Luncheon program that honored APEX winners and their programs instead of a 24-page booklet. The program (See Appendix G) which featured a full page spread with picture for each APEX winner proved to be an enhancement to the PAACE luncheon.

Objective 4: Evaluate the project and complete the Final Report. **Completed (see evaluation).**

OBJECTIVES NOT MET

Objective 2: Write the *Guide to Honoring Excellent Teachers and Tutors*. **Not Completed**.

This objective was not accomplished because the time line for developing and distributing the nomination form was too tight to permit anything more than a one-page introduction to the nominations procedures (See Appendix C). A *Guide to Honoring Excellent Teachers and Tutors*, written with a mind to feedback received regarding this year's nomination form and procedures, will be published next year and sent out with the APEX Nomination Form.

There were no negative results from this project. An unexpected result was the small number of nominations from the field. It is idle to speculate as to whether this was caused by the

timing of the call for nominations, the lack of publicity about the project at its startup, the amount of paperwork needed to complete the application, or the demands on program directors' time as a result of new state initiatives. Whatever the reason for this year's minimal number of nominations, it is anticipated that it will be corrected next year by issuing additional publicity about the project. It will be promoted at Summer Institutes and through the Professional Development Centers. A *Guide to Honoring Excellent Teachers and Tutors* will be published and disseminated with the nominations form in September 1998.

EVALUATION

Evaluation of the project was completed via a survey of Blue Ribbon Panel members as to the effectiveness of the APEX Design process. (See Appendix F). All members of the panel answered in the affirmative to the six questions posed regarding the design process:

1. Enough information was provided prior to the Planning Meeting for me to become familiar with previous efforts to identify ABLE practitioner competencies.
2. I am satisfied that my recommendations were included in the criteria that were developed from the "Five Qualities Survey."
3. Sufficient materials were provided for the Planning Meeting to facilitate the process.
4. The agenda for the Planning Meeting facilitated group decision making.
5. I am satisfied with the Nominations Form and process that resulted from the Meeting.
6. I believe that the Panel will be able to choose 10 exemplary ABLE practitioners using the format and process developed at the Planning Meeting.

Comments included:

> Excellent meeting and results.
>
> Looking toward both identification of exemplary practice and practitioners as well as guidelines for eventual evaluation.
>
> Clear expectations.
>
> Good background ideas
>
> The agenda was used as a plan but chair was not hesitant to deviate when necessary.

APEX award winners were asked to complete a Survey (see Appendix F) indicating their satisfaction with conference arrangements and listing the local activities they engaged in as part of the project. The results were as follows:

All winners rated conferences arrangements as handled effectively and, where applicable, payment for expenses was considered to be "extremely fast." Of the APEX award winners, only one program did not engage in any local activities that featured the exemplary practitioner. The other two indicated that news articles and pictures ran in their local newspapers, recognition awards were presented by their local institutions and special ceremonies were undertaken. At Luzerne County Community College, the student publication featured Eileen Mangold's story as a headliner. Contact was reported with local government and with such agencies as head start and the local county assistance office and the Bradford County Action program took the entire staff to lunch, bought Kathryn Gloeckner flowers and presented her with a new certificate with her name spelled correctly.

CONCLUSIONS AND RECOMMENDATIONS

Project APEX provided Pennsylvania's ABLE programs with an opportunity to define standards of excellence and to identify exemplary ABLE practitioners. The presentation of winners at the PAACE awards luncheon held at Midwinter Conference added luster to the luncheon and honored the best in adult education practice before a a cadre of peers

Much remains to be accomplished. While preserving the best procedures developed by the Blue Ribbon Panel this year, next year's APEX project needs to refine and weight the selection criteria, rework some of the nominations' procedures and, above all, develop an *APEX Guide to Honoring Exemplary Practitioners* that will clarify the nominations' procedures and can be used to increase the field's awareness of and commitment to sponsoring exemplary teachers and educators for APEX awards.

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appendices

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APEX: ABLE Practitioner Excellence was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor the Pennsylvania Department of Education and no official endorsement should be inferred.

APPENDIX A

APEX

suggested resources

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Defining the attitudes, characteristics, and practices that constitute the excellent ABLE practitioner is indisputably linked to your personal philosophy of the purpose of adult basic and literacy education. The references listed above address these issues.

APPENDIX B

Examples of Excellence

Priscilla Carmen:

1. Ability to accommodate adult learner differences
2. Understanding of one's own values & philosophy and how they affect practice
3. Well-organized to stay abreast of every learner's progress
4. Ability to relate learning to real-life applications
5. Lifelong learner

David Wolfe

1. Optimistic
2. Decision-making ability with individual abilities & special needs of students
3. Be a leader and a role model
4. Flexibility as variables are always changing
5. Patience and understanding

Sandy Strunk

1. Demonstrated commitment to lifelong learning in classroom and in life
2. Understanding of adult learning theory
3. Demonstrated mastery of instructional process
4. Ability and willingness to use multiple delivery systems to deliver instruction
5. Demonstrated ability to assess learner skills and abilities and design instructional programs that are linked to both assessment and learner
6. Demonstrated ability to reflect on practice, gather data, analyze data and take steps to continuously improve practice.

Eric Epstein

1. Initiative - Self-Directed Projects
2. Tracking - Follow-up of student's progress
3. Creativity - bypassing barriers, creating unique venues for problem solving
4. Versatility - ability to teach/administer various levels of programs and projects

Helen Guisler

1. Passionate life long learner - constant self evaluation and professional development of skills, attitudes and behaviors
2. Respectful and sensitive to individual, social and cultural differences
3. Flexible, adaptable, versatile
4. Challenges with respect
5. Ability to model belief in the intrinsic worth of each individual - can draw out student potential.

Ella Morin

1. Develops and maintains knowledge of adult learning - how adults learn, and what they need/want to learn.
2. Develops and maintains subject matter knowledge (reading, writing, math, ESL) Knows the subject matter him/herself and how to teach the requisite skills.
3. Knows how to monitor and evaluate learning of the learner and can recognize and report the relationship of the learning to the learner and to the adult education program and the community.

Examples of Excellence

4. Can design and deliver instruction in an appropriate manner so that learners learn and achieve their goals and program goals.
5. Values lifelong learning and the belief that all can and are lifelong learners.

Jim Shindledecker

1. Possess a positive attitude and is enthusiastic when dealing with adult students
2. Has a thorough knowledge of subject matter and is able to communicate same to adult students.
3. Is sensitive to adult needs, interests and experiences.
4. Plans instruction based upon individual learning styles and student goals. Regularly monitors student progress.
5. Indentifies and pursues his or her own professional development and keeps abreast of current research, educational methodologies and strategies, and technology.

Mary Hohensee

1. Views role as a partner with adult learners not a director of their learning.
2. Has shown commitment to lifelong learning by actively pursuing professional development opportunities.
3. Creates an environment where mutual respect is considered a key priority.
4. Is a strong technician with a clear understanding of the concepts and principles of adult education.
5. Focuses on the learners' needs, but also has a vision for a better quality of life through education.

Karen Warner

1. Innovative teaching techniques and strategies
2. Continues own education in related field
3. Serves as an advisor to student in relation to outside classroom actvities and goal setting
4. Promotes adult education
5. Contributes to local program as well as to the profession by mentoring, participation in professional oraganization, disseminating information concerning the profession.

Carol Goertzel

1. Respect for students with an asset-based approach to students' potential
2. Knowledge of basic skills with academic knowledge beyond basic skills
3. Preferably strong communication skills
4. Knowledge of assessment, different learning styles, willingness to creatively develop and utilize curriculum centered on both student need and academic growth.
5. Administrative, record-keeping competency, with computer literacy preferable for both administration and teaching.

Helen Hall

1. Pursues their own professional development (research, methodologies, technology)
2. Creates a positive atmosphere for learning.
3. Maintains his expectations for adult learners
4. Uses a variety of approaches in pursuing academic success for students (teaching and learning).
5. Contributes to program improvement (team approach).

Examples of Excellence

Amy Wilson

1. Has knowledge of learning strategies and is able to teach others those strategies
2. Has extremely effective communications skills including the ability to motivate others (students, staff, community members, politicians.
3. Is able to connect the learner to his/her environment
4. Demonstrates great knowledge of thefield and ability to design curriculum/lessons
5. Is able to effectively assess, monitor (and make changes in) the students' learning

Manny Gonzalez

1. caring/understanding of all people regardless of their background
2. demonstrates dedication to the field of adult literacy by getting involved in the field (could be 353's, sits on committees local/state)
3. Is not only a great teacher but also an exemplary mentor/friend/role model to his/her students.
4. Goes the extra mile to help students
5. Is genuinely concerned about his/her students' progress and really attempt to meet the individual needs of his/her students.

Alice Redman

1. Sensitive
2. Knowledgeable
3. Flexible
4. Patient
5. Creative

APPENDIX C

Recognition of Pennsylvania's Outstanding ABLE Practitioners

APEX Nomination Form

The Bureau of Adult Basic and Literacy Education (ABLE) will honor ten outstanding ABLE practitioners at Midwinter Conference, Thursday, February 5, 1998. Only one nomination may be submitted by each agency funded through PDE's Bureau of ABLE for Section 322/353 programs or Act 143 ABE/GED/ESL/Literacy programs including family, workplace and institution programs as well as regular community-based programs.

To be eligible for the APEX (ABLE Practitioner EXcellence) award, the nominee must spend 75% of his/her working hours with your Agency in direct contact with student(s) as part of an ABLE-funded program or project. As such, full time or part time tutors, teachers, counselors, and aides are eligible for this award. Suggestions for potential nominees may originate with agency directors, students, staff, area advisors, and/or PDC coordinators but, as an Agency, you may submit only one candidate.

Please complete this 3-part nomination form comprised of:1)a recommendation from the Agency, 2)a statement to be completed by the Nominee, and 3)a three-minute audio tape prepared by program participant(s). The Agency and Nominee information requested should be typed double-spaced in paragraph form. While it is not necessary to answer each and every question to be considered by the APEX panel, nominations must include practitioner's background and should be based on a majority of the questions posed. Also, the nomination must be accompanied by a signed statement from the Nominee acknowledging the nomination and consenting to publicity about it.

The APEX nomination form and the Nominee consent form should be returned no later than Friday, November 14, 1997, to:

Ms. Ella M. Morin
Bureau of Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333

The APEX Selection Committee will include Bureau of Adult Education staff, ABE/GED/Literacy teachers, tutors, counselors, former students, and administrators.

APEX winners will receive certificates from the Pennsylvania Department of Education as Pennsylvania Department of Education's Exemplary ABLE Educators for 1998 and will be featured in an APEX booklet to be distributed throughout Pennsylvania and the nation.

Winners will take part in the PAACE Midwinter Conference luncheon and a Special Session honoring their achievements on Thursday, February 5, 1998. Accommodations for the winners and their immediate families at Midwinter Conference will be arranged through the APEX Project.

APEX Nominations Form - Agency Recommendation

Name of Nominee:_____ SS# _____

Address of Nominee (city, state and zip included):_____

_____

Phone Number of Nominee (area code included):_____

Name of Program Agency:_____

Name of Sponsor:_____ Agency Phone No._____

No. of Years Nominee has worked for Agency: _____

No. of Years Nominee has worked in Adult Education:_____

AGENCY STATEMENT

The following background information should form the basis of your recommendation of an exemplary ABLE Practitioner. **Be sure that this information is typed in paragraph form and that the Agency Statement submitted is no longer than two double-spaced pages.**

A. Describe the context in which the nominee works. Identify the site (rural, urban, institution, family literacy, etc.) and size of the program (#classes, #students), program type (ABE, GED, ESL, literacy), and level of instruction provided by the nominee.

B. Describe how the nominee demonstrates expertise in creating an environment conducive to adult learning. Discuss the nominee's attitude and behavior in relation to student(s). Include observations and examples that document the nominee's understanding and application of principles of adult learning theory and practice.

1. Discuss the atmosphere the nominee creates in the classroom.
2. Describe how learner goals are set and documented.
3. How does the nominee support learners in identifying and overcoming challenges to their learning success?
4. What evidence documents the nominee's ability to positively affect learner outcomes? Include student retention rate; pre/post test score gains; learner achievement data; as well as other student impact data.

APEX Nominations Form - Agency Recommendation

C. Describe your nominee's mastery of instructional content, learning strategies, assessment and monitoring techniques. Include examples that document unique skills, attitudes, innovative strategies, and resourceful use of materials and techniques that won the nominee your recommendation for excellence.

1. What qualities make the nominee an exemplary instructor?
2. Does the nominee use a variety of delivery methods?
3. How does the nominee use communication skills to handle challenging students?
4. How does the nominee use communication skills to guide learners in solving problems?
5. How does the nominee address diversity among learners?
6. How does the nominee link learner's goals and assessment information to instruction?

D. Document your nominee's efforts to improve his/her professional practice as part of his/her commitment to adult education and lifelong learning. Describe your nominee's initiative in undertaking formal and/or self-directed learning as well as his/her role as a team player in advancing personal and/or program improvement. Include examples of such leadership activities as mentoring others, participating in practitioner research, and engaging in professional organization activities.

1. How does the nominee use reflective practice to guide his/her professional development?
2. How does the nominee use knowledge and skills gained in professional development activities in the classroom?

E. Please relate how your nominee fosters partnerships among adult learners, the program, and the community to help learners identify and use resources in their roles as parents, workers, and citizens. You may include examples of the practitioner's involvement with the community in regard to referral, instruction, and curriculum as well as adult learner and practitioner involvement in community affairs.

1. How does the nominee use community resources in the classroom?
2. How does the nominee provide opportunities for learners to link learning in the classroom to application of skills outside the classroom?

APEX Nominations Form - Nominee Statement

Nominee's Name(typed):_____

Address:_____

Home Phone:_____

Work Phone:_____

NOMINEE'S STATEMENT

A. Identify yourself and your job and discuss what philosophy or underlying principles guide your practice. Please explain what path led to your present job as an ABLE practitioner, what education or training prepared you for your job, and what professional development activities you engage in on a regular basis. Please consider the following questions when preparing your statement. The statement submitted should be in paragraph form and no longer than two double-spaced typed pages.

1. How do you know what to teach?
2. What innovative materials and teaching techniques do you use and how do you use them?
3. How do you know students are learning?
4. How do you handle challenging students?
5. How do you accommodate learner differences in your teaching practice?
6. How do you reflect on your practice?
7. What is your greatest challenge as an adult educator?
8. What professional and personal steps have you take to improve your work performance.
9. How do you adjust classroom practices to address changes in student's external environment (life outside the classroom)?
10. How do you help learners identify and make connections with outside resources they need?

APEX Nominations Form - Adult Learner Tape

PREPARING AN ADULT LEARNER(S) TAPE

A. Please have one or more adult learners prepare one audio tape of up to 3 minutes in length. If you do not have access to a tape recorder, you may borrow one from your regional Professional Development Center. Please have those responding identify themselves and state what they hope to gain from being in an ABLE program. Please consider the following items when preparing the adult learner tape.

1. Describe a favorite moment with this teacher.

2. What keeps you coming back to class?

3. How do you know you are learning?

4. What does your teacher do when you don't understand something?

5. What kind of feedback do you get from your teacher?

6. How has your teacher made a difference in your life?

APPENDIX D

Examples of Excellence

Relation to Learner

1. Recognizes, respects and accommodates adult learning differences
2. Respectful and sensitive to individual, social and cultural differences
3. Ability to relate learning to real-life applications
4. Decision-making ability with regard to individual abilities & special needs of adult learners
5. Patience and understanding
6. Ability and willingness to use multiple delivery systems to deliver instruction
7. Creates an environment where mutual respect is considered a key priority.
8. Creativity - bypassing barriers, creating unique venues for problem solving
9. Flexible, adaptable, versatile
10. Challenges with respect
11. Models belief in the intrinsic worth of each individual
12. Draws out student potential.
13. Possesses a positive attitude and is enthusiastic when dealing with adult learners
14. Is sensitive to adult needs, interests and experiences.
15. Respect for adult learners with an asset-based approach to students' potential
16. Maintains his/her expectations for adult learners
17. Is able to connect the learner to his/her environment
18. Caring and understanding of all people regardless of their background
19. Is not only a great teacher but also an exemplary mentor/friend/role model to his/her students.
20. Goes the extra mile to help adult learners
21. Views role as a partner with adult learners not a director of their learning.
22. Is genuinely concerned about his/her students' progress and really attempts to meet the individual needs of his/her students.
23. Challenges the adult learner to examine lifelong assumptions and behaviors.
24. Possesses a positive attitude and is enthusiastic when dealing with adult learners

Examples of Excellence

Relation to Instructional Process/Program Strategies

1. Flexibility as variables are always changing
2. Understanding of adult learning theory
3. Can design and deliver instruction in an appropriate manner so that learners learn and achieve their goals and program goals.
4. Demonstrated mastery of instructional process
5. Well-organized to stay abreast of every learner's progress
6. Demonstrated ability to assess learner skills and abilities and design instructional programs that are linked to both assessment and learner
7. Knows the subject matter him/herself and how to teach the requisite skills.
8. Has a thorough knowledge of subject matter and is able to communicate same to adult learners.
9. Sensitive, Knowledgeable, Flexible, Patient, Creative
10. Demonstrates great knowledge of the field and ability to design curriculum/lessons.
11. Is able to effectively assess, monitor (and make changes in) the students' learning.
12. Plans instruction based upon individual learning styles and student goals. Regularly monitors student progress.
13. Tracking - Follow-up of student's progress
14. Innovative teaching techniques and strategies
15. Well-organized to stay abreast of every learner's progress
16. Knowledge of basic skills with academic knowledge beyond basic skills
17. Preferably strong communication skills
18. Knowledge of assessment, different learning styles, willingness to creatively develop and utilize curriculum centered on both student need and academic growth
19. Uses a variety of approaches in pursuing academic success for adult learners (teaching and learning).
20. Creates a positive atmosphere for learning _
21. Has knowledge of learning strategies and is able to teach others those strategies
22. Flexibility as variables are always changing.
23. Flexible, adaptable, versatile

Examples of Excellence

Relation to Professional Practice

1. Understands own values & philosophy and how they affect practice
2. A lifelong learner
3. Optimistic
4. A leader and a role model
5. Demonstrated commitment to lifelong learning in classroom and in life
6. Understanding of adult learning theory
7. Demonstrated ability to reflect on practice, gather data, analyze data and take steps to continuously improve practice
8. Values lifelong learning and the belief that all can be and are lifelong learners.
9. Shows initiative in self-directed projects
10. Passionate life long learner - constant self evaluation and professional development of skills, attitudes and behaviors
11. Develops and maintains knowledge of adult learning - how adults learn, and what they need/want to learn.
12. Develops and maintains subject matter knowledge (reading, writing, math, ESL). Knows the subject matter him/herself and how to teach the requisite skills.
13. Identifies and pursues his or her own professional development and keeps abreast of current research, educational methodologies, strategies, and technology.
14. Has shown commitment to lifelong learning by actively pursuing professional development opportunities.
15. Is a strong technician with a clear understanding of the concepts and principles of adult education.
16. Continues own education in related field
17. Demonstrated commitment to lifelong learning in classroom and in life
18. Pursues their own professional development (research, methodologies, technology)

Examples of Excellence

Relation to Program and Community

1. Serves as an advisor to student in relation to outside classroom activities and goal setting
2. Promotes adult education
3. Focuses on the learners' needs, but also has a vision for a better quality of life through education.
4. Contributes to local program as well as to the profession by mentoring, participation in professional organization, disseminating information concerning the profession.
5. Contributes to program improvement (team approach).
6. Has extremely effective communications skills including the ability to motivate others (students, staff, community members, politicians.
7. Knows how to monitor and evaluate learning of the learner and can recognize and report the relationship of the learning to the learner and to the adult education program and the community.
8. Versatility - ability to teach/administer various levels of programs and projects.
9. Administrative, record-keeping competency, with computer literacy preferable for both administration and teaching.
10. Demonstrates dedication to the field of adult literacy by getting involved in the field (could be 353's, sits on committees local/state)

APPENDIX E

Indicators of Excellence #1: Practice of Adult Learning Theory

(Double points recommended)

✓ Indicators

A. Learning Environment

1. Creates non-threatening inclusive learning environment. ☐
2. Establishes and maintains student/teacher respect and confidentiality. ☐
3. Raises students' self esteem. ☐
4. Asks the students how they best remember tasks; how they learn best. ☐
5. Encourages and rewards learners' initiative and independence. ☐
6. Finds and develops potential talents. ☐
7. Motivates adults to participate in group activities. ☐

B. Practice

1. Encourages each student to develop personal and educational goals. ☐
2. Plans instruction to begin at the student's learning level. ☐
3. Utilizes materials that reflect cultural diversity. ☐
4. Fosters innovative and creative problem solving. ☐
5. Encourages multiple solutions to problems in and out of the classroom. ☐
6. Promotes supportive discussion of diverse backgrounds, educational experiences, and learning barriers. ☐
7. Exhibits resourcefulness and creativity in dealing with students who have difficulty in the classroom or with regular attendance. ☐
8. Brings resources into the classroom that assist students to overcome barriers and reach educational and personal goals. ☐

C. Outreach/Follow Up

1. Develops within the student a sense of his/her progress and ability. ☐
2. Provides support for students to work toward employment/self-sufficiency goals. ☐
3. Exhibits extraordinary resourcefulness in assisting students to meet personal goals. ☐
4. Assists students to apply what they have learned to their lives. ☐

DOUBLE POINT VALUE

Indicators of Excellence #2: Instructional Expertise

(Double points recommended)

✓ Indicators

A. Planning

1. Demonstrates knowledge, skills, and creativity in curriculum development and in selection of the curriculum.
2. Incorporates higher order thinking skills in the curriculum.
3. Encourages adult learners to participate in individual program assessment and planning

B. Assessment

1. Effectively uses informal assessments as well as standardized tests.
2. Demonstrates the linkage of learner goals and assessment information to instruction.
3. Adapts curriculum in response to assessment results.
4. Is proficient in assessing the effectiveness of instruction; makes modifications based on student goals, reflection and feedback, teacher observation and assessment.

C. Practice

1. Provides evidence of the use of unique skills and/or innovative strategies in instruction.
2. Shows diversity and resourcefulness in delivery and use of materials.
3. Models appropriate behavior, skills, and knowledge for real-life application of skills.
4. Demonstrates integration of technology into instruction.
5. Accommodates learner differences in teaching practices; addresses diversity among learners.
6. Develops a climate that encourages learners to participate; draws out student potential.

D. Follow Up

1. Documentation provided of retention rate (i.e. what is the percentage of students who complete programs?).
2. Documentation provided of learner progress and of communicating progress meaningfully to students.
3. Shows ability to adjust/manage classroom practices to address the "whole person" as well as changes in the student's external environment: assists students to overcome obstacles such as child care, transportation, work schedule.

DOUBLE POINT VALUE

Indicators of Excellence #3: Professional Development

(Single Point Value)

✓ Indicators

A. Planning and Development

1. Identifies professional strengths, weaknesses and beliefs through reflective practices
2. Identifies professional strengths, weaknesses, and beliefs through discussion with colleagues
3. Solicits input from learners about instructor's strengths and weaknesses
4. Keeps abreast of current research and methodologies to guide professional planning and development
5. Sets annual professional development goals

B. Participation

1. Participates in professional development activities (formal and self-directed) related to goals
2. Uses data from reflective practices to improve practice
3. Networks with colleagues at local, regional, state and/or national level
4. Collaborates with colleagues for program development
5. Uses technology to expand professional horizons
6. Engages in professional organization activities
7. Subscribes to and reads professional publications

C. Leadership

1. Mentors new practitioners in program, region, state
2. Shows professional growth in understanding and application of adult education principles and concepts
3. Works collaboratively with professional development centers to develop and implement professional development activities
4. Acts as a catalyst for change
5. Advocates for adult education and lifelong learning at local, regional and state level

SINGLE POINT VALUE

Indicators of Excellence #4: Involvement in the Community

✓ Indicators

A. Planning and Development

1. Identifies and refers students to a broad spectrum of community agencies and programs.
2. Establishes contacts and reciprocal relationships with these agencies and programs.
3. Shows knowledge of relevant community issues, events, and resources.
4. Develops relationships with mass media for program development and dissemination.

B. Advocacy

1. Guides learners in identifying resources to remove barriers to learning.
2. Serves as learners' intermediatry with community agencies and programs.
3. Provides opportunities for real-life applications of new skills, knowledge, and behavior in the supported environment of the classroom.
4. Promotes technology-based resources for learners' roles as parents, workers, citizens.
5. Provides opportunities for learners' legislative and civic involvement.
6. Serves as an advisor/mentor to learners in their roles as parents, workers, citizens.

C. Application

1. Provides a venue for real-life application of skills in the community.
2. Guides learners in setting goals, tasks, assignments to be completed outside of the educational environment.
3. Furnishes opportunities for learners to develop action plans for self-directed learning.
4. Facilitates learners' involvement in learner-led groups and conferences.
5. Provides community recognition of learners' accomplishments in the program.

SINGLE POINT VALUE

APPENDIX F

APEX Blue Ribbon Panel Survey

For purposes of contract evaluation, it would be most valuable for me to have your feedback regarding the APEX nominations design and selection process. Would you please complete the checklist below and return it to me today **or** mail/fax it to me at 1938 Crooked Oak Drive, Lancaster, PA 17601. FAX: (717) 560-9903. Thank you. Sherry Royce, APEX Project Director.

	YES	NO	SEE COMMENTS
Enough information was provided prior to the APEX Meeting for me to become familiar with previously established indicators of excellence.			
I am satisfied that my recommendations for the APEX nomination form and criteria were considered.			
I am satisfied with the Nominations Form and procedures that were instituted.			
The revision of Nominations made it difficult to identify the nominees or their programs.			
Nominations were treated in an evenhanded manner.			
I believe that the Panel will be able to choose exemplary ABLE practitioners using the format and process developed..			

Design and Selection Process

COMMENTS: (OPTIONAL):

APEX REPORT — Due January 19th

TO BE COMPLETED BY APEX PRACTITIONER

Name of Practitoner:_____

Room Reservations Needed:

Arrival Date:_____ Checkout Date: _____

No of rooms needed: _____ How many people? _____

Any special arrangement (ie crib, wheelchair access, etc): _____

Names and relationship to APEX practitioner?

Name of Sponsor:_____

PAACE Luncheon Tickets and Reservations Needed:

No. Tickets for APEX Practitioner and Immediate Family: _____

Any special arrangement (wheelchair access, highchair, etc) _____

No. Program Staff (with their own tickets) attending? _____

No. Tickets for guests not registered for Midwinter: _____

No of Guests: **This could include program volunteers, relatives that are not immediate family, employers who just attending the Luncheon. Tickets are $12 and checks should be made out to PAACE Midwinter Conference. They should either accompany this report or be sent to Sherry Royce by January 23rd.)** _____

Names of Guests:_____

TO BE COMPLETED BY SPONSOR

_____ **I am enclosing a roll of 35mm color photographs for you to develop**
_____ **OR I am enclosing a 5x7 glossy color photograph**

_____ **I am enclosing a 300-350 word description of our program.**

Project APEX: Sponsor's Survey

Conference evaluation of services

	YES	NO	SEE COMMENTS
1. Conference arrangements were handled efficiently.			
2. Payment for expenses incurred at Midwinter Conference was prompt.			

Local activities section

We engaged in the following local activities that featured our Exemplary Practitioner:

	YES	NO	SEE COMMENTS
1. Local institution recognition award			
2. Local institution celebration			
3. Recognition in PDC Region			
4. Contact with other agencies			
5. Contact with local government			
6. Contact with state legislators			
7. Media contact (List and descrive below)			
8. Other (List and describe below)			

Comments:

BEST COPY AVAILABLE

Practitioner/Sponsor's Name:_____

Program _____ **Date:**_____

Please complete and Fax to **Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601** by March 26th. FAX #: 717-560-9903

APPENDIX G

PAACE Luncheon and Annual Business Meeting

Thursday, February 5, 1998
12:30 PM - 2:30 PM
Nigerian Room

Presiding ..... David Dentler
President, PAACE

Invocation ..... Scott Selkowitz
Past President, PAACE

Luncheon

President's Report ..... David Dentler

Second Vice President's Report ..... Barbara Van Horn

Treasurer's Report ..... Jeffrey Woodyard

Committee Reports:
Life Memberships ..... Peggy Greene
Legislative ..... Jean Henry, JoAnn Weinberger

Nominations, Election Report and Installation of Officers ..... Dehra Shafer

APEX Awards for ABLE Practitioners ..... Cheryl Keenan

Announcements ..... Sandra Strunk

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1998 ADULT PRACTITIONER EXCELLENCE AWARD

Eileen Mangold:

Luzerne County Community College, ALTA Program

Eileen Mangold works with preliterate, beginning, and intermediate-level English as a Second Language students in Luzerne County Community College's ALTA program. Last year, she taught 95 adult learners at five off-campus sites in culturally diverse, multilevel classes. She retained 62 students with 50 hours plus, 26 of whom moved to a higher category, four completed the program and entered a community college, and four became United States citizens. This completion and impact data manifests that she is an exemplary instructor who demonstrates learning gains with a large number of adult learners within culturally diverse classes.

How does she accomplish this? Rudyard Kipling stated, "The strength of the wolf is in the pack." Even though her classes consist of individuals with varying learning needs, her adult learners work together as a class team to help each other to learn the English language. Since many times students feel frustrated at not being able to follow a speaker of another language; they do not make an effort to concentrate, listen carefully, and learn from the situation. Understanding the challenge of nurturing listening comprehension in such cases, Eileen requests all learners to be responsible. She asks the student to speak more slowly and to repeat what was said, and she asks the class to listen carefully. If a problem still persists, she repeats the student's words and writes the difficult terms on the board. Having followed that pattern several times with compassion and kindness, the learners themselves now ask each other to speak up or to speak more slowly. This manner of handling the challenge of helping students to learn from each other has fostered a respectful, relaxed atmosphere among the students. The carryover beyond the class can be seen in the following situation. When the program needed to relocate one of the ESL class sites, one student offered transportation to two other students of a different language background.

As a result of staff development training, Eileen has implemented cooperative learning techniques to encourage interaction, use the English language, and nurture a sense of accomplishment. Furthermore, she has been active in mentoring other ESL practitioners on a local and regional level, and is presently a member of the AdvancE Resource Committee. She is a team player willing to share materials and methods, insights and experiences about different cultures with other instructors. One of her coworkers who had observed Eileen's beginning level ESL class noted her positive approach with adult learners and commented on how she gently points out any necessary corrections while emphasizing their strengths. Another one of her coworkers stated, "I like the way she talks about the adult learners. She likes them."

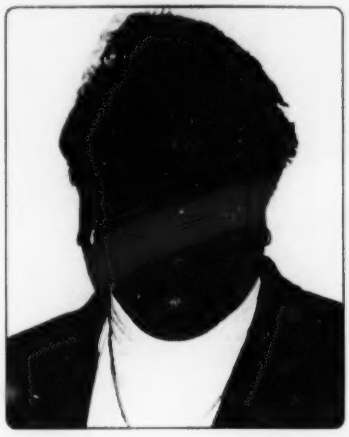
Luzerne County Community College's ALTA Program

The Adult Literacy Training and Assistance Program (ALTA) is a community-based special program of the Institute of Developmental Educational Activities (IDEA) of Luzerne County Community College. ALTA enables clients who desire to further their education to obtain an adequate background for college studies or employment. One of the institution's objectives is to "provide special projects, programs, and services designed to assist non-enrolled students in meeting their unique learning and personal needs."

Developed in response to Pennsylvania's literacy legislation initiative, ALTA began operations in January, 1987. Certified instructors and trained volunteers are used in cooperative and individualized settings within an open entry-open exit program. Clients are identified through agency referrals, self-referral, and outreach activities. ALTA has long-standing relationships with area Job Centers who refer clients and provide instructional space for the program. The Luzerne County Head Start, the Housing Authority of Luzerne County, and the Salvation Army also provide space and refer clients. Close ties exist with welfare agencies, and businesses in the areas request instructional services for their employees. Catholic Social Services and Jewish Family Services refer clients while local churches and libraries provide instructional space for the program.

Through strong community linkages, the implementation of individualized and cooperative learning structures within ALTA classes, the expertise of knowledgeable, supportive instructors, and ABLE funding, the Institute's ALTA Program has served 4,307 clients.

1998 ADULT PRACTITIONER EXCELLENCE AWARD



Yvette Walls:

CENTER FOR LITERACY, INC.

A 12-year veteran of the Center for Literacy program, Yvette Walls taught four classes last year which served 110 learners with skills ranging from basic literacy to pre-GED levels. Her students averaged over 50 hours instruction with 42% gaining one or more levels on the CFL authentic assessment. A total of 236 student outcomes were recorded on the Student Exit Form; 5% of her adult students obtained a better job, and 10% entered a training program.

The atmosphere in Yvette's class provides a caring environment in which learners are expected to take responsibility for their own learning. Her long experience enables her to be a close observer of learners' verbal and nonverbal behavior as a means of identifying challenges that may create obstacles to success. Her past experience as a counselor also enhances her effectiveness. When problems arise, she sets an example of positive conflict resolution, having learners write essays and critique positively.

The qualities that most contribute to making Yvette an exemplary teacher are her ability to inspire trust and her thorough knowledge of her subject matter. She is completely honest with learners, which motivates them to pursue their goals. She relies on a rich variety of delivery methods to get her message across: print, computers, audiovisual, listening activities, and field trips. She even recalls teaching geometry by twisting her body into different shapes. She acts as a resource for learners in their role as parents, explaining their children's homework to them when requested, and in their roles as workers as they apply for jobs.

Her instruction is firmly linked to assessment, using CFL's authentic assessment to document gains. She takes a learner-centered approach based on identifying goals, implementing learning activities, and measuring progress against goals. At the end of each week, Yvette facilitates a "reflection time" in which she plans with learners for the week ahead. Over the years, many of her students have moved into further training programs and employment. Tina, a former public assistance recipient, whose learning goal was reading, got her barber's license while in Yvette's class. Now the proud owner of her own hair salon, she plans to become an instructor of hairdressing.

A believer in lifelong learning, Yvette has been a longtime participant and presenter at professional development workshops, and is expert at integrating her own new learning into classroom practices. Her family literacy project, enabling her students to work with their children, has been distributed statewide. She makes it a practice to invite guest speakers to her classes to give her learners the benefit of a wide range of information. A group of university undergraduates will teach two workshops in her class and then take the class to the computer lab at the university to learn how to access the Internet. Whether demonstrating a quick way to understand large numbers or how to tease the main idea out of a social studies reading, Yvette represents the best that the adult literacy program has to offer.

Center for Literacy, Inc.

The Center for Literacy (CFL) is the nation's largest community-based, nonprofit, adult literacy organization. Since 1968, it has been providing adult basic and literacy education throughout Philadelphia to adults who lack the reading, writing, math and English language skills needed to function in society. The mission of CFL is "to provide free literacy instruction and a wide range of other adult literacy services that respond to the diversity of individuals and enable adult learners to meet their goals." Toward this end, CFL practices a learner-center, goal-oriented philosophy of instruction. In 1994, CFL was one of ten programs in the country to receive the U.S. Secretary of Education's Award as an Outstanding Adult Education and Literacy Program.

In 1996, CFL served 2,849 students with the services of 386 volunteer tutors and 45 professional staff at 108 sites throughout Philadelphia. Its diverse services include one-to-one and small group tutoring with trained volunteers and classes taught by professional educators. Its innovative and collaborative programs serve parents of Head Start and Even Start children, front-line workers in many Philadelphia industries and businesses, welfare recipients who need literacy skills in order to pursue job training, parolees and probationers, and members of the community who wish to improve their reading, writing and math skills.

1998 ADULT PRACTITIONER EXCELLENCE AWARD

Kathryn Gloeckner:

Bradford County Action, Inc.

Kathy Gloeckner's responsibilities at Bradford County Action include four ABE/GED level classes, one ABE level Workforce Education class, and three ABE level general remediation classes. Her flexibility and her desire to provide quality instruction in all aspects of adult education have helped many students achieve their goals. In her community-based ABE classes last year, 55% of the students met their personal goals, 85% met their exit goals, 35% moved to a higher level, and 34% passed the GED test. In her Workforce Education classes, 99% met their personal goal, 99% met their exit goal, and 31% moved to a higher level. Overall, her classes retained 80% more students than the agency's contract specifies.

Kathy consistently exhibits a professional presentation that serves as a role model for participants and staff. She has demonstrated a thorough knowledge of instructional methods and designs, and has implemented these tools into her classroom and individual interactions with students. She is able to provide a positive and stimulating classroom environment for students at every level. She incorporates various teaching strategies, including cooperative learning, computer-based instruction, use of newspapers and other media, peer tutoring, individualized instruction, and class discussions. She also developed and instituted portfolio assessment, which is now used by all our teachers.

Since her employment four years ago, she has consistently participated in staff development activities. She attended the PAACE conference for the first time only one month after she began working in our program. Since that time, she has attended numerous state and national conferences, local and regional workshops, and has been a facilitator/presenter at several workshops. Kathy was asked to serve on the Learning From Practice Steering Committee, to facilitate at a summer institute on Collaborative Learning, and to facilitate at the PALPIN Institutes and in their regional groups. She continues to seek ways to improve her teaching and skills with adult learners, and the results of her staff development activities are obvious in her classroom.

A valuable member of our agency, she has demonstrated her commitment to teamwork by volunteering to serve on numerous planning committees and offering her assistance to other staff. She developed and revised the Individual Education Plan (IEP) that we use for our students. Kathy also developed a General Aptitude Test Battery (GATB) remediation curriculum to help our students achieve higher scores for local factory positions and a Commercial Driver's License (CDL) preparation curriculum for those wishing to pursue this licensing.

Kathy exhibits effective interpersonal and professional/technical skills. She readily shares information with coworkers, thereby enhancing services to all participants in our programs. In addition, she has shown a willingness to accept suggestions from her peers for integration into her own work. She exudes a positive attitude and has been a good influence on coworkers, interacting pleasantly and professionally with staff and students, even in difficult situations. Kathy is always willing to go the extra step to provide quality educational services to participants and has become a valued team member.

Bradford County Action

Bradford County Action (BCA) provides 14 ABLE education classes to approximately 300 students each year in rural Bradford County. The agency, which was incorporated in 1966, initially provided subsidized work experience to youth and adults through funding from the Manpower Development and Training Act. In 1972 when the Comprehensive Employment & Training Act began funding BCA programs, activities expanded to include GED instruction. Job Training Partnership Act (JTPA) programming was added in 1982 and Single Point of Contact (SPOC) programs in 1987. In 1986, Bradford County Action received its first PDE grant and began providing enhanced GED as well as ABE and workforce education classes to county residents.

The agency is currently staffed by 19 full time and two part time employees. Programming addresses in-school and out-of-school youth, dislocated workers, and older individuals. Current activities include GED and ABE programs, General Aptitude Test Battery (GATB) and Driver Training review, remediation, decision making, lifeskills and career exploration workshops, volunteer internships, classroom training, work experience, on the job training, job search assistance, the Summer Youth Employment and Training Program, the Summer Youth Service Corps program, Supported Work programs, workforce education, and pregnant and parenting youth programs.

Bradford County Action has changed thousands of lives for the better in the 32 years that the agency has been providing services to the residents of Bradford County. One of its greatest assets is the excellent teaching staff it is able to employ in full and part time positions at the agency.